The Trusted Expert and Internationally Recognized Leader for all Postsecondary Student Transitions
Living-Learning Communities as a High-Impact Educational Practice

Jennifer R. Keup
ACUHO-I Living-Learning Programs Conference
October 3-6, 2013 Providence, RI
Overview

Talk a bit about:
• Brief history of learning communities and living-learning communities
• Introduction and evaluation of LC & LLC as high-impact practices (HIPs)
• Current opportunities toward LC & LLC as HIPs

Qualifications
• Not necessarily new information
• Contextualized with FYE
• Time!!!

Goal: Challenge
Data Sources: Center Surveys

• 2009 and 2012-2013 administrations of the National Survey of First-Year Seminars
  – Institutional survey administered in Fall-Winter
  – 2009: N = 890 institutions; 2012-2013: N = 804 institutions

• 2009 National Survey of Peer Leadership
  – Student survey administered in Spring
  – 1,972 survey respondents from 142 institutions

• 2008 National Survey of Sophomore Initiatives
  – Institutional survey administered in Spring
  – N = 315 institutions
Data Sources: Center Resources

• Publications
  – Articles in the *Journal of The First-Year Experience & Students in Transition*

• Resources
  – FYE Resources Page
  – Listserv entries
Data Sources: Center Publications
Other Data Sources

- JNGI: Enhancing Student Success and Retention throughout Undergraduate Education: A National Study (2012)
- AAC&U research on High-Impact Practices
However, let’s be sure to begin at the beginning...
How far back in higher education history do we need to go to find evidence of the earliest living-learning communities?

1. 6th Century BCE: Classical Greece
2. 425: Imperial University of Constantinople
3. 1270: Oxford College
4. 1636: Harvard College
5. 1927: University of Wisconsin’s “Experimental College”
“Learning alone might be got by lectures and reading; but it was only by studying and disputing, eating and drinking, playing and praying as members of the same collegiate community, in close and constant association with each other and with their tutors, that the priceless gift of character could be imparted to young men.”
Henry Dunster, President of Harvard (1640-1654)
“Chambers in colleges are too often made the nurseries of every vice and cages of unclean birds.”
Manasseh Culter, Founder of Ohio University (1804)
History

Housing facilities are “to provide physical comfort and beauty of surroundings in an intellectually stimulating atmosphere, so that the residence halls become an integral part of the University’s plan for education”

George A. Works, Dean of Students, University of Chicago (founded in 1892)
High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The oldest idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of courses and credit assignments for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with their faculty and their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses," others focus on service learning.

Writing Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including first-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities now provide research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are redesigning their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively engaged questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "different differences" such as social, ethnic, and gender issues in continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
These programs, field-based "experimental learning," with community partners is an instructional strategy and often a required part of the course. The idea is to give students direct experience with what they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning to real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefits of supervising and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a product of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in general education programs and, increasingly, in general education as well.
Definitions

“Learning communities are defined...as ‘curricular structures in which small cohorts of students – typically 15-25 – are co-enrolled in two or more courses generally from different disciplines with or without a common residential environment.’ Learning communities are one of the most well-known curricular interventions that support not only learning, but retention.”

“The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.”
Typologies

• Paired or clustered courses
• Student cohorts in larger classes (FIGs)
• Team-taught programs
• Living-learning communities
Typologies

- Paired or clustered courses
- Student cohorts in larger classes (FIGs)
- Team-taught programs

**Living-learning communities**
- Participants live together on campus
- Share in an academic or cocurricular endeavor
- Engage in structured activities in their residence environment that emphasize faculty and peer interaction
- Use special resources in their residential environment
<table>
<thead>
<tr>
<th>Learning Community Characteristics</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students co-enrolled in ≥2 courses &amp; faculty work closely to link course content</td>
<td>60</td>
</tr>
<tr>
<td>One of the courses is a first-year seminar (FYS)</td>
<td>58</td>
</tr>
<tr>
<td>Learning communities are connected to residential living</td>
<td>56</td>
</tr>
<tr>
<td>Courses in a learning community are linked by a common intellectual theme</td>
<td>52</td>
</tr>
<tr>
<td>Student affairs professionals are involved in the delivery of out-of-class content</td>
<td>48</td>
</tr>
<tr>
<td>Co-enrollment in ≥2 courses but faculty have limited interaction</td>
<td>34</td>
</tr>
</tbody>
</table>
“Among those programs participating in a national study of L/L programs, 89% work with first-year students.” (NSLLP, 2007)
<table>
<thead>
<tr>
<th>LC Characteristics in FYS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-enrollment, not all courses</td>
<td>74</td>
</tr>
<tr>
<td>Coordinated course content</td>
<td>36</td>
</tr>
<tr>
<td>Common set of theme-based experiences outside of the course</td>
<td>34</td>
</tr>
<tr>
<td><strong>Living-learning community</strong></td>
<td>31</td>
</tr>
<tr>
<td>Course content connected by common intellectual theme</td>
<td>26</td>
</tr>
<tr>
<td>Co-enrollment, all other courses</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
</tbody>
</table>
Not so fast.
What does it mean to be HIP?
“High-Impact Practices...”

...are curricular and cocurricular structures that tend to draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes; they are “teaching and learning practices that have been widely tested and have been shown to be beneficial for college students...[toward] increase rates of retention and student engagement.”

Kuh, 2008
High-Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses & Projects
Characteristics of High-Impact Practices

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability
Bottom Line

• We often overemphasize the impact of offering and participating in HIPs on learning outcomes and retention
• It is what we are doing within the HIPs that is contributing to these outcomes
• Better understanding of the processes
• Embrace innovation within these practices
“High-Impact Practices...”

...are curricular and cocurricular structures that tend to draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes; they are “teaching and learning practices that have been widely tested and have been shown to be beneficial for college students, [toward] increase rates of retention and student engagement.”

Kuh, 2008
“Excuse me,” said Alice, “how do I get out of here?”

“That depends a great deal on where you want to end up” said the cat.

“I don’t care where I end up,” said Alice, “I just want out!”

“Well,” said the cat, “if it doesn’t matter where you end up, it doesn’t matter which road you take.”

*Carroll, 1865*
Spend 1 minute to write as many goals and intended outcomes of your living-learning communities as possible.
Important Criteria for Outcomes

• Appropriate
• Meaningful
• Measurable
• Manageable
• Balance achievable with aspirational
21st Century Learning Outcomes

• Knowledge of human cultures and the physical and natural world
• Intellectual and practical skills
• Personal and social responsibility
• Integrative learning
Metacompetencies for Employability

• Build & sustain working professional relationships
• Analyze, evaluate, and interpret data from various sources
• Engage in continuous learning
• Oral communication and persuasion
• Project planning and management

Gardner, 2009
Metacompetencies for Employability

- Ability to create new knowledge
- Understand the impact of company practices in a global setting
- Build a successful team
- Coach, mentor, & develop others
- Initiative

Gardner, 2010
Domains for FYE Outcomes

• Retention
• Academic skills/experiences
• Campus connection
• Interpersonal skills
• Personal development
• Civic engagement/democratic citizenship
• Employability
Examples of FYE Outcomes

• Retention
  – Persistence to the second year
  – Graduation rates

• Academic skills/experiences
  – Analytical & critical thinking skills
  – Development of educational career goals
  – Declaring a major
  – Knowledge integration & application
  – Academic engagement
  – Academic achievement
  – Cognitive complexity
  – Study skills
  – Introduction to a discipline

• Campus connection
  – Knowledge of university requirements
  – Ability to identify, seek, & use organizational resources
  – Connection to campus community
  – Understanding history & traditions
  – Involvement in cocurricular activities
  – Satisfaction with student experience

• Interpersonal skills
  – Conflict resolution
  – Written & oral communication skills
  – Development of a social support network
  – Multicultural competence
Examples of FYE Outcomes

• Personal development
  – Time management
  – Identity exploration & development
  – Values clarification
  – Practical competence
  – Life management skills
  – Physical health
  – Emotional wellness
  – Moral and ethical development
  – Leadership skills

• Civic engagement/democratic citizenship
  – Participation in service
  – Engagement in philanthropy
  – Political awareness/engagement
  – Political activism/social advocacy
  – Community involvement

• Employability
  – Analyzing a problem from various sources
  – Innovation and creation of new knowledge
  – Providing direction through interpersonal persuasion
  – Ability to integrate ideas and information
  – Applying knowledge to a real-world setting
  – Ability to coach and mentor others
  – Project planning and management
  – Engage in continuous learning
  – Desireability as a candidate
  – Initiative
  – Ethical decision-making
  – Professionalism
  – Ability to build a team

• Others?
# Top Learning Community Goals

<table>
<thead>
<tr>
<th>Goals and Outcomes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-to-student interaction</td>
<td>86</td>
</tr>
<tr>
<td>Higher levels of academic achievement</td>
<td>85</td>
</tr>
<tr>
<td>Improved retention and/or graduation rates</td>
<td>83</td>
</tr>
<tr>
<td>Faculty-to-student interaction</td>
<td>81</td>
</tr>
<tr>
<td>Linkages between different disciplinary perspectives</td>
<td>62</td>
</tr>
<tr>
<td>Improved critical thinking</td>
<td>60</td>
</tr>
<tr>
<td>Faculty-to-faculty collaboration</td>
<td>41</td>
</tr>
</tbody>
</table>
# Top 5 Living-Learning Community Goals

<table>
<thead>
<tr>
<th>Goals and Outcomes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiencing a smooth academic transition to college</td>
<td>55</td>
</tr>
<tr>
<td>Feeling a sense of belonging to the institution</td>
<td>54</td>
</tr>
<tr>
<td>Demonstrating openness to views different than one’s own</td>
<td>52</td>
</tr>
<tr>
<td>Learning about others different than one’s self</td>
<td>50</td>
</tr>
<tr>
<td>Experiencing a smooth social transition to college</td>
<td>50</td>
</tr>
</tbody>
</table>
# Top Goals of Living-Learning Communities in First-Year Seminars

<table>
<thead>
<tr>
<th>Goals and Outcomes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a connection with the institution</td>
<td>49</td>
</tr>
<tr>
<td>Develop academic skills</td>
<td>44</td>
</tr>
<tr>
<td>Provide orientation to campus resources and services</td>
<td>36</td>
</tr>
<tr>
<td>Develop critical thinking skills</td>
<td>30</td>
</tr>
<tr>
<td>Self-exploration or personal development</td>
<td>21</td>
</tr>
<tr>
<td>Create a common first-year experience</td>
<td>19</td>
</tr>
</tbody>
</table>
Connection of LLC to Outcomes

- Critical thinking/analytical abilities
- Application of knowledge abilities
- Growth in liberal learning
- Growth in personal philosophy
- Diversity appreciation
- Sense of civic engagement
- Smooth academic transition
- Smooth social transition
- Sense of belonging
Connection of LLC to Outcomes

Low-to-Moderate Effect Size:
• Smooth academic transition
• Smooth social transition
• Sense of belonging
Very Low Effect Size:
- Critical thinking/analytical ability
- Application of knowledge abilities
- Sense of civic engagement
- Growth in liberal learning
- Growth in personal philosophy
Connection of LLC to Outcomes

Not Significant:
• Growth in cognitive complexity
• Diversity appreciation
Conclusions

• “Living-learning programs have limited effectiveness in facilitating ‘essential learning outcomes.’”

• “However, they have better success with outcomes associated with making the transition to college.”
  – Especially appropriate and effective when used for students transitioning to the university

• More likely to achieve outcomes when a LLC includes:
  – Infrastructure
  – Academic components
  – Cocurricular components
  – Integration

Inkelas, 2010
INTEGRATION

Early Alert
Experiential Education
Service Learning
Learning Community
Residence Life
Orientation
First-Year Seminars
A “Constellation” of Support

“Excellence [is] characterized by an approach to the first year that spans the curricula and cocurriculum. This approach is central and systemic rather than appended or patched to the core institutional mission.”

(Barefoot et al., 2005)
Criteria of FYE “Excellence”

• “Evidence of an intentional, comprehensive approach to improving the first year that is appropriate to an institution’s type and mission.”

• “Evidence of assessment of the various initiatives that constitute this approach.”

• “Broad impact on significant numbers of first-year students, including, but not limited to special student subpopulations.”

• “Strong administrative support for first-year initiatives, evidence of institutionalization, and durability over time.”

• “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”
LLC Uniquely Situated for Integration

“a residential education unit in a college or university that is organized on the basis of an academic theme or approach and is intended to integrate academic learning and community living. The unit may or may not be degree granting and may involve collaboration with formal, academic departments outside the unit. It provides formal and/or informal, credit and/or noncredit learning opportunities.”

Residential Learning Communities International Clearinghouse
Bowling Green State University, 2013
Structural Characteristics of LC/LLC

• 52% did not include *any* form of academic coursework
• 23% had *no* faculty involvement
• Only 18% encompassed entire residence hall; 71% were housed within a discrete portion of the hall
• 34% of LC have co-enrollment but faculty have limited interaction
• 85% engaged student affairs staff in some way
Structural Characteristics of LC/LLC

• Frequently linked to first-year seminars, general ed courses, and developmental ed courses in English, reading, and math

• 31% of LLC programs had administrative oversight that represented a combination of student affairs and academic affairs

• 13% of LLC programs had a director that represented a combination of academic and student affairs affiliations and 8% reported to a multi-person board

• LC are often a HIP that connects with other HIPs
HIPs in Combination

89.7% of campuses offered a First-Year Seminar

<table>
<thead>
<tr>
<th>High-Impact Practice in the FYS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative assignments &amp; projects</td>
<td>67</td>
</tr>
<tr>
<td>Diversity/Global learning</td>
<td>59</td>
</tr>
<tr>
<td>Writing-intensive</td>
<td>43</td>
</tr>
<tr>
<td>Common reading experience</td>
<td>38</td>
</tr>
<tr>
<td>Learning community</td>
<td>37</td>
</tr>
<tr>
<td>Service-learning</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>13</td>
</tr>
</tbody>
</table>
What tools do we have to achieve integration in HIPs and LC/LLC?
Marketing

Structures, Systems, & Strategies

Assessment/Outcomes

People
Structures, Systems, & Strategies

1. Know yourself
2. Academic focus
3. Selection & training
4. Advocacy
5. Anticipate workload
6. Create relationships
7. Be flexible
8. Create opportunities
9. Use technology
10. Create an environment

- Shared technology and alert systems
- Common documentation
- Organizational structures
- The power of physical spaces
- Funding sources
Marketing

• Logos

• Branding
  – Subsidiary of university branding
  – Psychological impact

• Theme
  – Continuous
  – Annual

• Merchandise
People

• Early champion
• Leadership
  – Formal/appointed (e.g., Director)
  – Informal
• Wide representation
• Ambassadors
• Student leaders
• Gatekeepers
• Objectors

Who are the new generation of partners & advocates?
Assessment/Outcomes

• Common learning outcomes
  – Related to branding
  – Appropriate to LLC
• Omnibus surveys
• Longitudinal/comprehensive assessment strategy
• Linked to accreditation/self-studies
Why Assess?

• “High-impact practices...combine and concentrate other empirically validated pedagogic approaches into a single multideminenational activity that unfolds over a period of time. Only when they are implemented well and continually evaluated...will we realize their considerable potential.” Kuh, 2010

• “Residence life administrators will be called upon to determine the impact of their environments. It will not be enough to say that we create effective environments, we must demonstrate it.” McKuskey, 2008
Figure 1. Student learning in residence halls.
Criteria of FYE “Excellence”

• “Evidence of an intentional, comprehensive approach to improving the first year that is appropriate to an institution’s type and mission.”

• “Evidence of assessment of the various initiatives that constitute this approach.”

• “Broad impact on significant numbers of first-year students, including, but not limited to special student subpopulations.”

• “Strong administrative support for first-year initiatives, evidence of institutionalization, and durability over time.”

• “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”
Are we evaluating HIPs? Not Enough!

• 59% of respondents to the National Survey of First-Year Seminars say that they have assessed their seminar in the past three years.

• 58% of institutions responding to the National Survey of Sophomore Year Initiatives say that they have ever evaluated their second-year initiatives.

• 56% of institutions responding to the National Survey of Capstone Experiences indicate that they have assessed their seminar in the past three years.

• 8-13% of respondents to these instruments say that they “don’t know” if these assessment efforts have taken place.
<table>
<thead>
<tr>
<th>What is Being Measured</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved retention and/or graduation rates</td>
<td>47</td>
</tr>
<tr>
<td>Higher levels of student-to-student interaction</td>
<td>41</td>
</tr>
<tr>
<td>Higher levels of academic achievement</td>
<td>36</td>
</tr>
<tr>
<td>Higher levels of faculty-to-student interaction</td>
<td>36</td>
</tr>
<tr>
<td>No research has been conducted</td>
<td>27</td>
</tr>
<tr>
<td>Greater understanding of disciplinary linkages</td>
<td>21</td>
</tr>
<tr>
<td>Higher levels of faculty collaboration</td>
<td>18</td>
</tr>
<tr>
<td>Improved critical thinking</td>
<td>17</td>
</tr>
</tbody>
</table>
What is Being Measured?

• Student characteristics
• Needs assessment
• Awareness of campus resources
• Service utilization
• Satisfaction with the learning community experience, residential experience, faculty, and/or the institution
“Too often program objectives represent articulation of broad learning objectives but the assessment strategy relies upon transactional measures that do not adequately capture progress and achievement of student learning and program goals.”

Keup & Kilgo, forthcoming
## Assessment Strategies

<table>
<thead>
<tr>
<th>FYS Assessment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student course evaluation</td>
<td>87</td>
</tr>
<tr>
<td>Institutional data</td>
<td>71</td>
</tr>
<tr>
<td>Survey instrument</td>
<td>53</td>
</tr>
<tr>
<td>Direct assessment of student learning outcomes</td>
<td>53</td>
</tr>
<tr>
<td>Focus groups with instructors</td>
<td>35</td>
</tr>
<tr>
<td>Program review</td>
<td>33</td>
</tr>
<tr>
<td>Focus groups with students</td>
<td>31</td>
</tr>
<tr>
<td>Individual interviews with instructors</td>
<td>20</td>
</tr>
<tr>
<td>Individual interviews with students</td>
<td>12</td>
</tr>
</tbody>
</table>
LC/LLC Assessment Considerations

- “Just do it!”
- Alignment with desired outcomes that are appropriate, meaningful, measurable....
- “As assessment plan should be developed in the context of other evaluation activities taking place.” (Laufgraben, 2005)
- Self-selection and environmental bias
- Multiple voices (faculty, staff, students, etc.)
- Mixed methodology
- Use existing data
- Timeline
Assessment Feedback Loop

“You can’t fatten a pig by weighing it.”
THE FUTURE: MEETING NEEDS, SETTING AGENDAS
Leadership Opportunities for LLC

• Partnership between academic & student affairs
  – Differential expertise but shared interest
  – Reclaim “academic focus” of residential experience
• Engage new partners in student success, especially from business and auxiliary services
• Take LLC beyond social engineering into truly integrative learning experience
• Assessment of a holistic learning experience
• Identify new HIPs
Leadership Opportunities for LLC

• Partnership between academic & student affairs
  – Differential expertise but shared interest
  – Reclaim “academic focus” of residential experience
• Engage new partners in student success, especially from business and auxiliary services
• Take LLC beyond social engineering into truly integrative learning experience
• Assessment of a holistic learning experience
• Identify new HIPs
High-Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses & Projects
Highly Transferable

“It stands to reason that these key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance.”

(Kuh in Brownell & Swaner, 2010, p. xi)
Characteristics of High-Impact Practices

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability
Possibilities for HIPs

• Residential life
• Employment
• Campus activities
• Student media
• Advising
• Physical fitness and wellness
• Athletics
• Performance groups
• Transactional experiences
  – Course registration
  – Parking
  – Housing
• Peer leadership
Peer Leadership: A Definition

“Students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals, Students performing in these paraprofessional roles are usually compensated in some manner for their services and are supervised by qualified professionals.”

(Ender & Newton, 2000, 2010)
# Most Common Sponsors of PLE

<table>
<thead>
<tr>
<th>Campus-Based Organization</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>59</td>
</tr>
<tr>
<td>Orientation</td>
<td>32</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>30</td>
</tr>
<tr>
<td>Community Service</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
</tr>
<tr>
<td>Student Government</td>
<td>12</td>
</tr>
</tbody>
</table>
## Self-Rated Change in Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>% Reporting “Stronger” or “Much Stronger”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal communication</td>
<td>94</td>
</tr>
<tr>
<td>Organization</td>
<td>81</td>
</tr>
<tr>
<td>Time management</td>
<td>80</td>
</tr>
<tr>
<td>Presentation</td>
<td>79</td>
</tr>
<tr>
<td>Written communication</td>
<td>61</td>
</tr>
<tr>
<td>Academic</td>
<td>51</td>
</tr>
</tbody>
</table>
# Self-Rated Impact on Undergraduate Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>% “Increased”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of campus resources</td>
<td>91</td>
</tr>
<tr>
<td>Meaningful interaction with peers</td>
<td>89</td>
</tr>
<tr>
<td>Meaningful interaction with staff</td>
<td>86</td>
</tr>
<tr>
<td>Meaningful interaction with faculty</td>
<td>83</td>
</tr>
<tr>
<td>Feeling of belonging at institution</td>
<td>81</td>
</tr>
<tr>
<td>Understanding of diverse people</td>
<td>79</td>
</tr>
<tr>
<td>Interaction with diverse people</td>
<td>78</td>
</tr>
<tr>
<td>Desire to persist at institution</td>
<td>71</td>
</tr>
</tbody>
</table>
High-Impact Practices

- First-Year Seminars & Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Internships
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Capstone Courses & Projects
- Peer Leadership
Takeaways

• Write down **three things that you learned from this presentation.**

• Write down **three things you plan to do** with the information that you learned from this presentation.

• Write down **three people you need to engage** in order to do what you want to do with the information that you learned from this presentation.
Questions & Comments

Jennifer R. Keup
keupj@mailbox.sc.edu
www.sc.edu/fye